

CONSERVATION AND THE HUMAN PREDICAMENT - 2012
Anthropology ANBI 132/Biology BIEB 176: WLH 2001 MWF 10:00a-10:50a
Professors Shirley Strum & David Woodruff

Tentative Schedule 3/24/12

Date	Instructor	Lecture Topic MWF in Peterson Hall 110	Chapters in Primack, or E-reader	
April 2	Strum/DSW	Introduction: from wildlife to biodiversity to ecological services in a human dominated world	P 1	E-1
4	Woodruff	Species extinctions and the roots of conservation <i>Film 5-6:30pm: "Home" room: Center Hall 214</i>	P 2	
6	Woodruff	The conquest of nature and the ecological footprint	P 1	
9	Woodruff	Defusing the population bomb	P 4	
11	Woodruff	Principles of conservation biology <i>Film 5-6:30pm: End of the Line room: Center 214</i> <i>Challenges to conservation</i>	P 5, P 6	
13	Western	Globalization & our changing role in nature		E-2
16	Western	Origins of modern conservation	P 1	E-2
18	Strum	Where does "nature" come from? <i>Film 5-6:30pm "A Place without People" Center 214</i>		E-2, E-3
20	Strum	How the rest of the world sees "nature"		E-3
23	Strum	From concepts to values for "nature"	P 3	
25	Strum	Who has rights: people or nature? <i>Film 5-6:30pm "Food INC" room Center 214</i>	P 3	E-4
27		Midterm exam 1 (30%)		
<i>Approaches</i>				
30	Western	Natural connections: Local conservation	P 7, P 8,	E-4
May 2	Western	National conservation	P 7	
4	Western	Global conservation	P 9	E-4
<i>How science informs conservation</i>				
7	Woodruff	Genetic variation and the future of evolution	P 5, P 6	
9	Woodruff	Climate change: will it bring us to our senses?		
11	Paul Dayton	Marine conservation		E-5
<i>Conservation in the real world</i>				
14	Ron Swaisgood	Can zoos save species?	P 6	
16	Pascal Gagneux	Chimpanzees: endangered relatives or good-to-eat		E-6
18	Strum	Jurassic Park: restoring species and habitats	P 6	
21	Strum	Re-wilding: restoring ecological communities	P 8	
23	Woodruff	Unsustainable development, laws and human rights		
25	Woodruff	Sustainable development, bananas and watermelons <i>Case Study Reports due at beginning of class (20%)</i>	P 9	
28		<i>Memorial Day Holiday</i>		
30	Strum	The new media: connecting to conservation	TBA	
June 1		Midterm exam 2 (30%)		
4	Western	Possible worlds		
6	Woodruff	Futures of life	P 9	E-4
8	Strum	Panel discussion		
11	Monday	Final exam (10%) 8 a.m. – 11 a.m. (10%)		

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INSTRUCTORS

Professor **David Woodruff**, Ecology, Behavior & Evolution Section (EBE), Division of Biological Sciences

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Office hours: Mon 2:00-3:00; Wed 11:30-12:30 and by appointment, in SSB 297

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SECTION IDs

ANBI132 = 744871

BIEB176 = 744070

VENUES

Lectures: at 10 am MWF Warren Lecture Hall 2001

Sections: Listed below. No sections in Week 1. *Please attend Film "Home" (a feature film that has fantastic views of Earth from the air) on Wednesday April 4 at 5-6:30 [room Center 214].* Section meeting times and places are announced below. Sign up for a Section on Wednesday April 4 beginning at 8:00 am on <https://sections.ucsd.edu>

GRADES

There will be **two** 50-minute exams given during regularly scheduled lecture times on April 27 and June 1 and a final exam on Monday June 11 at 8:00 am. **THERE ARE NO MAKE-UP EXAMS IN THIS COURSE - EXAMS ARE OFFERED AT THESE SCHEDULED TIMES ONLY.** These exams are worth 30%, 30% and 10% of the course grade, respectively. The remaining 30% of the grade is awarded for Case Study reports and participation in the section meetings (see below). Letter grades will be determined by the instructors based on their assessment of the difficulty of the exams and the effort put in by the class as a whole. In the last three years the percentage of students receiving each letter grade and the cut-off scores out of 100 were approximately: A 22%/86, B 31%/76-79, C 40%/58. The median score (76.6% in 2007, 75.2 in 2008, 78.8 in 2009) will be a C+ and not a B-. We will try to keep the course at the same level of difficulty as last year but it is likely that the grade proportions and cut off values will differ. All students are graded on the same system regardless of whether they enrolled in ANBI132 or BIEB176. Students caught cheating will receive an F in the entire course.

POLICY ON REGRADES

Regrade requests are handled on a student-friendly basis within one week of a test, or assignment being returned, if the exam was written in pen. After that the score is considered final. First, simply write "please regrade Q #" on the front page and give it to your TA at the next lecture or section meeting. Don't write anything else on the paper. If your TA has time they will look at your answer immediately and advise you. Whether or not they think your request has any merit they will pass your test to the grader of the particular Q unless you withdraw your request. The original grader will then review their score and pass it to the professor marked "no change" or showing some change. The professors review all grade change requests before passing the papers back to the student after lecture or during office hours. Appeals to the grader's written decisions can be made directly to the professor after the initial review. Please note that a regrade request allows the professor to audit the quality of the grading. They will therefore probably review scores on answers to other questions to ensure that you have the correct score. They reserve the right to correct any grading errors discovered. Please understand that rarely [1 case in 1,000] this results in a score being lowered. Two things to remember: first, you have one week to request regrades and second, most regrade requests are resolved satisfactorily by working closely with your TA.

TEXTBOOKS

There are **two** required books: a textbook for the lectures and a more focused volume for your Case Study Section. Buy the textbook immediately but wait until your Case Study assignment is confirmed before buying

the second book. All books are on sale at the UCSD Price Center Bookstore and the used copies sell quickly. The following prices are approximate.

Textbook. Primack, R. 2008. *A Primer of Conservation Biology*, Sinauer. 4th ed. \$50/paper-Back. We have not yet seen the 5th edition published in April 2012.

Case Studies Books: (after you are assigned to a Case Study later this week buy only the book listed for your section).

E-reader. We have 6-7 other readings (articles or chapters) on the TED site linked to specific lectures (see lecture schedule). There will also be supplementary readings for those who are interested. These won't be "required" [meaning = examinable].

WAIT LISTED STUDENTS

None this year.

TRANSFERRING BETWEEN CLASSES

We can help students transfer from the BIEB 176 into ANBI 132 very quickly. Send either instructor an email with your full name and PID# and we'll send you instructions.

2012 CASE STUDIES

Sections in this course run as independent but related explorations of important conservation issues organized around "Case Studies". Generally, 15-20 students will work together on a broad but specific topic. Each student is also responsible for his or her own Case Study research paper/report and a portion of the joint Case Study Abstract. The results of all case studies are presented to the whole class at the end of the quarter during the **Panel Discussion**. 30% of the course grade is based on your Case Study work: 20% for the individual student's paper/report and 10% for participation in the section discussion and activities. *Case Studies are due at the beginning of class on Friday May 25, 2012*. The Case Study groups will meet weekly during "Section meetings."

Section/Case Study meetings are not held during the first week of the quarter. Case Study sign up will be on April 4 beginning at 8:00 am. You will sign up on <https://sections.ucsd.edu> for a specific section based on your scheduling constraints and your topic preference. If you sign up promptly you are likely to get your first or second choice of meeting time/topic. Be sure to have your class schedule sorted out by Wednesday morning. Assignments will be confirmed with an announcement on TED. Section meetings will begin in week 2 and you should expect to devote 3-4 hours/week to the Case Study. The 2012 Case Study topics and meeting times are shown below. Case Studies Books: please wait until the section assignments are confirmed; each student buys only one book, the one relevant to their section. Books are at the Price Center Bookstore but can be obtained other places. Very approximate prices are shown below; books can also be ordered from Amazon.com and half.com.

1. **The ethics of nature and people.**

Ethical arguments feature increasingly in fund-raising and policies for biodiversity conservation. However, this way of thinking is relatively recent in the "developed" world and other cultures and other historical periods have quite different ethical perspectives about nature, about humans and about conservation. This section explores the development of environmental ethics and its place in conservation action (in our own society, in other cultures and in international conservation policy).

Derr, Patrick and Edward McNamara, 2003, *Case Studies in Environmental Ethics*. paperback (\$29)

2. **National Parks and habitat conservation.**

National Parks and Protected Areas are a once popular and now controversial conservation solution. Problems range from being biological islands to alienating the very people upon whom their future existence depends. Some even claim that parks like Yellowstone, America's first National Park, are being destroyed by the people assigned to protect it. This case study examines National Parks and the role they play in habitat conservation. Are national park policies and enabling legislation appropriate to serve human needs and conserve species biodiversity and ecosystem functions?

Chase, Alston, 1987, *Playing God in Yellowstone: The destruction of America's first national park*. Harvest Books. Paperback. (approx \$20)

3. **Zoos and single species conservation**

The section examines the history and the roles of zoos in species-level conservation efforts. Topics include the genetic, demographic and behavioral effects of captive management. What species are best conserved in zoos? Are zoos equal to the task? What impact do zoo organizations, and the Conservation Breeding Specialist Group of IUCN, have on cooperative breeding programs? What does the public want of zoos? Hancocks, David, 2001. ***A Different Nature***. UC Press (approx. \$20)

4. Marine conservation

This section explores the wide range of issues concerning marine species and habitat conservation including the special problems of overhunting of whales and fish, marine reserves, coral reef collapse, coastal dead zones and land-sea interactions.

Ellis, Richard, 2003. ***The Empty Ocean***. Island Press. Paperback (\$16)

5. Restoration as a conservation technique

Restoration efforts have saved some species and ecosystems from extinction. Keeping captive populations of endangered species is often based on the premise that species can be restored to the wild in the future. This section evaluates the successes and failures of restoration for biodiversity conservation and considers the impact of a “restoration mentality” on attitudes towards other techniques for conservation of biodiversity.

Goodall, Jane, 2011 ***Hope for Animals and their World***. Grand Central Publishing. paperback \$12.47

6. The Media and Conservation

The media has played an important role in raising public awareness about the current biodiversity crisis. Recently, this role expanded as the media becomes the main source of information and major opinion maker. The media has also been a vehicle for the greening of advertising. The explosion of social media has fundamentally changed the impact of traditional mediums for both the spread of awareness and information. This section looks at a variety of media to explore how they influence us and whether the media is an honest broker for conservation.

Davis, Susan, 1997. ***Spectacular Nature***, University of California Press. Paperback

7. Impacts of climate change on San Diego

Focusing on wildlife and wildlife habitat, this Section will read and discuss the reports produced by the San Diego Foundation in 2008:

San Diego's Changing Climate: A Regional Wake-up Call. A summary of the Focus 2050 Study presented by the San Diego Foundation. The full text of the Focus 2050 Summary Assessment, and the core scientific working papers that comprise this analysis are online at www.sdfoundation.org.

Students wanting a 200-page illustrated and simplified guide to the 4,000+ pages of findings of findings of the *IPCC Fourth Assessment Report* (which you can download for free) may want to buy:

Mann, M. E. & Kump, L. R. 2009. *Dire Predictions. Understanding Global Warming*. Pearson/DK, New York.

8. Sustainable Agriculture and Conservation (Food)

What we eat, where it comes from, who grows it and how it is grown is *invisibly* linked to major conservation issues. These include the sustainability of industrial agriculture, its impact on the environment and on people through unfair subsidies that contribute to poverty in the developing world. This section examines the impact of food on the conservation of biodiversity.

Pollan, Michael, 2007, ***An Omnivore's Dilemma***. Paperback (\$10)

In lieu of Sections during the first week of the quarter, we invite you to see Yann Arthus-Bertrand's fabulous feature film "HOME" (www.goodplanet.org) on April 4, 2012 from 5 to 6:30 pm, room Center 214. See Film Festival details in course schedule (above) for other films.

**E-Readings for Conservation and the Human Predicament
ANBI 132 and BIEB 176; Spring 2012**

- E-1** **NYT:** May 29, 2011: A Generation of Slackers? Not so much.
NYT: March 11, 2012: The Go-Nowhere Generation.
NYT: March 11, 2012: Pass the Books. Hold the Oil.
Science: June 24, 2011: Education is not a race.

Science March 16, 2012: Navigating the Anthropocene (pg 1306-1307)

- E-2** Chapter 1: Many Roads to Conservation (pg 1-26)
E-3 Chapter 4: Indigenous Peoples as Conservationists (pg 81-103)
E-4 Chapter 7: The Bigger Picture (pg 156-180)

E-2-4 from:

Monique Borgerhoff Mulder and Peter Coppolillo, 2005, **Conservation: linking Ecology, Economics and Culture**. Princeton, NJ: Princeton University Press. 347pp

- E-5** Paul K. Dayton, 2003, *The Importance of the Natural Sciences to Conservation (An American Society of Naturalists Symposium Paper)*, **American Naturalist 162:1**.
- E-6** Gagneux et al, 2005. The Ethics of Research on Great Apes. **Nature 437: 27-29**.
Cohen, Entering a Wild Frontier: testing vaccines in apes for Apes. **ScienceInsider**.
Moore, 2012, Chimps Global. **Science 332: 1169**

- E-7** Media readings TBA

2012 Case Studies

Sign up for Sections and Case Study groups on <https://sections.ucsd.edu> beginning at 8:00 am Wednesday April 4. To do this you will need to know

1. What times are you available to attend section?
- 2.
3. Which Case Studies topics you prefer?

Ethics	Food	Zoos	National Parks
Restoration	Marine	Media	Climate change

A01 Tu 08:00a - 08:50a TM102 1 cancelled
A02 Tu 09:00a - 09:50a TM102 1: Restoration
A03 W 08:00a - 08:50a WLH 2114 cancelled
A04 W 09:00a - 09:50a U413A 1: Zoos
A05 Th 08:00a - 08:50a HSS 1106B cancelled
A06 Th 09:00a - 09:50a HSS 1106B cancelled
A07 W 1:00p - 1:50p U413A 3: Climate change
A08 F 08:00a - 08:50a U413A 1 cancelled
A09 F 09:00a - 09:50a U413A 1: Ethics
A10 F 11:00a - 11:50a U413A 1: Food
A11 F 12:00p - 12:50p U413A 1: Media
A12 Th 10:00a - 10:50a HSS 1106B: National parks
A13 Th 11:00a - 11:50a HSS 1106B: Marine
A14 F 3:00p - 3:50p U413A 1 cancelled
A15 F 1:00p - 1:50p U413A 1 cancelled

WARNING: SECTIONS FILL ON A FIRST-COME-FIRST-SERVED BASIS.

If necessary we may open up additional seats in some Sections but not until 24 hours have passed; don't wait for a full Section to open up as there is no guarantee that it will.

Sections start next week. Section books are on sale at bookstore or from other booksellers. Buy only the one relevant to your Case Study.

TED: BIEB 176 AND ANBI 132 are listed on TED under BIEB176. This IS our main way of communicating with you: announcements, lecture slides, information about sections and exams. *Be certain to check TED regularly.*